DOCUMENT RESUME

ED 225 597 IR 050 097

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|---|---|
| TITLE | Non-Formal Education and the Handicapped in Developing Countries: A Selected, Annotated Bibliography. Annotated Bibliography #7. |
| INSTITUTION | Michigan State Univ., East Lansing. Non-Formal Education Information Center. |
| SPONS AGENCY | Agency for International Development (IDCA), Washington, DC. |
| PUB DATE | 82 |
| NOTE | 35p. |
| PUB TYPE | Reference Materials - Bibliographies (131) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Annotated Bibliographies; Childhood Needs; Community Programs; *Developing Nations; *Disabilities; Disadvantaged Environment; Foreign Countries; Health Needs; Information Sources; International Programs; *Nonformal Education; Normalization (Handicapped); *Rehabilitation; *Special Education; *Vocational Education |

ABSTRACT

Compiled from the resource collection of Michigan State University's Non-Formal Education Information Center, this bibliography presents approximately 50 international publications on topics ranging from the education, environment, vocational training, rehabilitation, and health of the disabled to strategies for preventing disabilities, as well as a listing of 26 individuals and organizations worldwide who are interested in non-formal education and the handicapped. Three important themes covered by the citations are noted as: (1) the development of relevant community-based training and rehabilitation programs that reflect local cultural and social contexts and promote the participation and integration of the handicapped in mainstream society; (2) the special needs of handicapped children, including the long-term personal and social benefits attained from receiving education, vocational training, and rehabilitation at an early age; and (3) the need for educating the non-handicapped to change stereotyped attitudes. Titles listed include discussions of many programs in Asia, Latin America, and Africa. Books, pamphlets, directories, reports, journals, newsletters, special issues, and articles are listed, and addresses are provided for individuals, organizations, and sources of cited publications. Annotations indicate the availability of the publications cited in languages other than English. A list of the staff of the Non-Formal Education Information Center from 1976 to 1982 concludes the publication. (Author/ESR)

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*ANNOTATED BIBLIOGRAPHY #7*

# Non-Formal Education and the Handicapped in Developing Countries: A Selected, Annotated Bibliography

Prepared by
the Staff of the
Non-Formal Education Information Center

1982

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## FOREWORD

Through its series of Annotated Bibliographies, the Non-Formal Education Information Center seeks to facilitate the sharing of materials among those actively engaged in non-formal education for development. The field of non-formal education is being built not only by a diverse transnational network of researchers and practitioners, but also by persons who are themselves the beneficiaries of non-formal education. For this reason, relevant literature is burgeoning from a variety of sources often eluding those most eager to access it.

The United Nation's designated 1981 as the International Year of Disabled Persons in its efforts to focus attention of the world-wide special problems and needs of those with physical and mental disabilities. This annotated bibliography, entitled "Non-Formal Education and the Handicapped in Developing Countries", reflects the increased attention this important topic is receiving in the NFE literature and from international and regional agencies and service organizations. It has been compiled from the resource collection of the Non-Formal Education Information Center, and is the seventh in our series of annotated bibliographies.

Other bibliographies in the series include:

No. 1 Women in Development

No. 2 Non-Formal Education and Health

No. 3 Literacy and Basic Education

No. 4 Projects, Training, and Strategies for Generating Income

No. 5 Managing Development Projects

No. 6 Children: Health, Education and Change

The reader of our bibliography series will notice that some publications and resources are annotated in more than one bibliography. This reflects the topical complexity of the field of non-formal education as well as the extent to which subareas of the field have become integrated to deal with the issues and problems confronted.

The materials included in this bibliography have been brought to our attention by persons in the worldwide NFE network, thus giving a sense of the ways in which many are addressing this important area. Because of the "fugitive" nature of many of the materials, we have included full information on document sources to assist readers in acquiring items of interest.

Though many staff members made important contributions to this bibliography special acknowledgement is due to Linda Gire Vavrus, Lela Vandenberg, Zachariah Chuenyane, and Milla McLachlan. In recognition of others who have contributed to this publication the last page lists individuals who have served on the Center staff between 1976 and 1982.

We welcome suggestions from our readers and invite new contributions related to this emerging area of interest.

Mary Joy Pigozzi
Director
Non-Formal Education Information Center

# INTRODUCTION

Educational and training programs for the handicapped have often been assigned low priority in countries with limited financial resources, and beset with high rates of malnutrition, illiteracy, and unemployment. Additionally, altering public attitudes to reflect empathetic concern rather than sympathetic neglect has not been easy, especially where disabilities are common accompaniments to such problems as poverty, disease, malnutrition, and war. Ideally, controlling these problems would offer the best preventive action for minimizing handicaps and disabilities.

More realistically, however, to wait for that to happen does little to help those who are already disabled achieve full, productive lives and make useful contributions to development. In recognition, the world community is giving increasing attention to the special needs and problems of handicapped and disabled persons. How best to tap the human resources represented by this segment of the population has become a major policy issue.

Designation of 1981 as the International Year of Disabled Persons (IYDP) by the United Nations signaled international acknowledgment that, though important advances have been made, efforts to assist the handicapped and disabled in becoming equal and active participants in society are still in their infancy.

The IYDP has served to encourage widespread dissemination of constructive information on how such assistance can be effectively integrated into overall development efforts.

Recently this attention to the disabled in developing countries has been reflected in many of the publications and documents coming into the NFE Information Center. This annotated bibliography consolidates much of this source material, and also provides a listing of individuals and organizations presently involved in activities to benefit the handicapped and disabled.

Topical coverage in the literature is broad, ranging from the education, environment, vocational training, rehabilitation, and health of the disabled to strategies for preventing disabilities. Some of the important themes touched on include:

- the development of relevant community-based training and rehabilitation programs that reflect the local cultural and social contexts and promote the participation and integration of the handicapped in mainstream society;
- the special needs of handicapped children, including the long-term personal and social benefits they attain from receiving education, vocational training, and rehabilitation at an early age;
- the need for educating the non-handicapped to change stereotyped attitudes, so that they become better able to deal with the disabled.

The literature contains examples of many programs in Asia, Latin America and Africa which are incorporating the principles of equality, access, integration and participation inherent in these themes.

The bibliography is presented in the following format:

1.0 Annotated References: References illustrating the themes presented above are organized alphabetically, In addition to general purpose articles, descriptions of technical materials, training programs and rehabilitation projects are included.

2.0 Individuals and Organizations: A listing of particular individuals and organizations active and interested in non-formal education and the handicapped.

--Linda Gire Vavrus

## 1.0 ANNOTATED REFERENCES

Acton, Norman. "Employment of Disabled Persons: Where are we going?" International Labour Review. Vol. 120, No. 1, January-February 1981. International Labour Office, CH-1211 Geneva 22, Switzerland.

In view of the U. N.'s theme for the IYDP, "full participation and equality", this article focusses on the employment of disabled as the most important means to their participation. The author begins by defining the terms impairment, disability, and handicap - concepts which are often confused. He then discusses the importance of vocational rehabilitation and employment for the integration of the handicapped into society, and suggests that sheltered employment be used as a transitional step in preparing them for open employment. After identifying four criteria for suitable employment of the handicapped - a meaningful income, productive work, normal social relations on the job, and a continuous pattern of responsibility and discipline - Acton discusses the present employment situation of the handicapped, expected future developments, and possible solutions to the somewhat pessimistic outlook. He concludes with short descriptions of successful programs in Poland, Japan, the United Kingdom, Australia, the United States, and Malaysia. 14 pp.

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Al-Raida. "1981, Year of the Handicapped." Vol. 4, No. 15, February 1981. Institute for Women's Studies in the Arab World, P.O. Box 11-4080, Beirut University College, Beirut, Lebanon.

A special issue focusing on the International Year of Disabled Persons (1981) and its meaning in Arab countries. Profiles of Lynn Elias and Nadeem H. Shweiri, two influential pioneers in social work and rehabilitation services in Lebanon, lead off the issue. An article entitled "IYDP-Disabled or Handicapped?" (p. 4) suggests that those who suffer from mental and physical disabilities are not as handicapped by their actual disabilities as they are by society's prejudiced and stereotyped attitudes toward their problems. Finally, "Services Rendered to the Disabled in the ECWA Region" (pp. 5-7) summarizes the status of resources and facilities available in member countries of the Economic Commission for Western Asia (i.e., Jordon, Lebanon, Syria, Saudia Arabia, and Bahrain). This issue also includes Al-Raida's regularly featured conference notes, progress reports from ECWA countries, and book reports on issues of concern to Arab women. Published quarterly. 16 pp.

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Assignment Children. "The disabled child: A new approach to prevention and rehabilitation." No. 53/54, Spring 1981. Assignment Children, UNICEF, Villa Le Bocage, Palais des Nations, 1211 Geneva 10, Switzerland.

This special issue delineates a new approach to the prevention of handicaps and the rehabilitation of handicapped persons, centered on primary health care programs, the family and local community, social integration, and education. Articles discuss the social inequity of disability - as poverty increases, the incidence of impairment also rises; describe causes and consequences of disabilities; and outline preventive and rehabilitative measures to be taken at different intervention levels of the disability process. Other articles focus on the mental health of the handicapped, blindness, hearing impairments, and the training of staff in the care of the handicappped. A section entitled "Innovative Approaches" includes five case studies, exemplifying the new approach, from Jamaica, Botswana, Algeria, the Philippines, and Zaire. 224 pp.

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Child Reference Bulletin. "Disability." No. 1, May 1981. UNICEF, United Nations, New York, New York 10017, USA.

The first issue of this new quarterly bulletin focussses on the world-wide problem of childhood disability. It describes the causes, prevention and treatment of disabilities such as blindness, deafness, mental retardation, and physical handicaps. Authors stress that most disabled children and adults do not receive the basic rehabilitation assistance they need, though it could be provided at minimal cost. Also included is information on important policies, programs, conferences, and research projects which concern the disabled; an annotated bibliography; and a directory of organizations providing resources for those who work with handicapped young people. This valuable publication is directed primarily to government officials, policymakers, and planners responsible for actions benefiting children in their respective countries. 20 pp.

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Christoffel Blindenmission (CBM). Without Holding Hands. 1979. CMB, Nibelungenstrasse 124, D-6140 Bensheim 4, West Germany.

Based on the principle that rehabilitation is not teaching a skill but human liberation, this is a handbook of approaches to vocational training and rehabilitation work in projects for the blind in Africa and Asia. The focus is on the full integration of the blind into society. Several pilot programs are described in countries such as Nigeria, Indonesia, Malawi, Ghana, Hong Kong, and India that have proved that it is possible and cost effective for the blind to participate gainfully in community life. Active participation in these programs is not limited to sheltered employment and workshops, but includes involvement in administration, programming, decisionmaking, evaluation, and related areas. Furthermore, the handbook discusses several important principles involved, such as cooperation and coordination between governmental and voluntary agencies; establishing close links between programs for the blind and normal services; getting away from the prevalent charity image; and active participation. Also offers summary listing of income-earning skills for the blind derived from the case studies, and a useful section on starting a program for the visually handicapped. Complete addresses are cited for those who wish additional information on specific projects. 80 pp.

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The Council Fire: The Journal of the World Association of Girl Guides and Girl Scouts. "Handicapped: Life with a Difference." Vo. 50, No. 1, January-March 1975. The World Bureau, 132 Ebury Street, London SW1W 9QQ, England, UK.

This special issue features articles in English, French, and Spanish on the lives of handicapped persons, Girl Guide programs for handicappers, and the relationships between handicappers and the public attitudes to which they are subjected. Several ways are suggested in which able-bodied people can help disabled persons. There is also a brief bibliography on the handicapped. 25 pp.

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Culshaw, Murray. Vocational Training for the Handicapped. 1978. Murray Culshaw, 7 Harrow Road East, Dorking RH4 2AV, Surrey, England, UK.

This booklet discusses issues which have arisen in the context of the advisory service on technical and vocational training in developing countries in which the author has participated. A short appendix contains useful sources. 16 pp.

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Development Forum. Vol. 8, No. 10, December 1980. Development Forum, DESI/DPI, Palais des Nations, CH-1211 Geneva 10, Switzerland.

Includes several articles which highlight problems faced by the estimated 400 million people worldwide who have some kind of physical or mental disability. Patrick Segal's article "We Who are Different" (pp. 1, 8) focusses on the significance of the International Year of Disabled Persons (1981), the importance of "full participation" for the handicapped, and how this can be achieved worldwide. In "Crafting Simple Aids" (p. 8), Marlee Norton describes a way of creating tools and devices that would enable communities to address the physical needs of their handicapped members. She also discusses the activities of PATH (Partners Appropriate Technology for the Handicapped), an organization which facilitates the use of simple techniques, inexpensive equipment and effective methods for disability prevention and rehabilitation in Latin American communities. "New Technologies for the Disabled," by Chris Cunningham (p. 9) discusses new strategies and computer aids in the communications field which can assist the disabled in acquiring a variety of useful skills and abilities. An informative resource on issues regarding disabled persons and strategies being implemented to assist their integration and acceptance as productive members of society.

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Disabilities Study Unit (DSU). Rattan and Bamboo. 1979. DSU, Wildhanger, Amberley, Arundel BN8 9NR, West Sussex, England, UK.

Describes an effective, creative approach to the problems of the high costs and the inappropriateness of many imported devices and aids for the physically handicapped in developing countries. The report offers detailed working drawings by Miss J. K. Hutt for the construction of rattan and bamboo aids for physically handicapped children. Miss Hutt developed the blueprints for these locally manufactured aids while working as physiotherapist for the Spastic Children's Association in Johore, West Malaysia. The designs are an excellent example of how appropriate technology can be employed to help the disabled in developing countries. The designs can also be adapted to locally available materials in other developing countries. 13 pp.

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Dorta Sasco, Alberto F., and Aixa Duran Lopez. "Physical Education and Sport for Handicapped Children in Cuba". Prospects. Volume 9, No. 4, 1979. UNESCO, 7 Place de Fontenoy, 75700 Paris France.

Discusses attempts made to solve the problems of children and adolescents suffering from physical, intellectual and/or social handicaps in Cuba. The article also describes special education institutions which provide services for the mentally, aurally, and visually handicapped, and those with behavior disorders and speech impairments. The handicapped are provided with basic training for productive work and are encouraged to participate in a variety of recreational activities. The physical education program for the mentally retarded includes activities such as physical performance, basic and rhythmic gymnastics, simple games, athletics, and competition. pp. 470-476.

**********

Eaves, S.W. Relevant Technology for the Disabled. 1977. Integrated Education Project, P.M.B. 2174, Jos, Plateau State, Nigeria.

Describes integration of disabled people into the training program of the Relevant Technology Workshop of the Plateau Board for Integrated Education for Development. The project aims to coordinate services to improve the welfare of rural people and to provide training in appropriate rural technology through the use of non-formal methods. A major portion of the document is a pictorial survey of the handicapped at work making toys and educational and medical aids. 57 pp.

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Educational Building Digest. "Design Guide for Barrier-Free Schools." No. 14, 1982. Unesco Regional Office for Education in Asia and the Pacific, G.P.O. Box 1425, Bangkok, Thailand.

This issue of the digest provides information on designing and adapting educational facilities so that they are accessible to physically disabled persons. With pictures, diagrams, and measurements it gives both general information and specific recommendations for areas such as stairs, entrances, ramps, latrines, and lighting and acoustics. 8 pp.

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"Focus on the Disabled--1981." National Council for International Health (NCIH) Newsletter. Vol. 2, No. 2, April 1981. National Council for International Health (NCIH), 2121 Virginia Avenue, N.W., Suite 303, Washington, D.C. 20037, USA.

This article focuses on the objectives of the United Nation's-sponsored International Year of the Disabled. The NCIH Newsletter regularly includes articles related to health issues in developing countries, as well as notice of upcoming international meetings and confernces. p. 1.

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Hamilton, David. "Some Experience with Paraplegia in a Small Hospital in Nepal." Paraplegia. Vol. 15, 1977-1978. Paraplegia, 26 Maison Dieu, Richmond, North Yorkshire, England, UK.

Like malnutrition, tuberculosis, and alcoholism, paraplegia, is a serious problem in developing countries. This article describes the author's experience in treating paraplegics in a small rural hospital in Nepal. Based on that, he offers suggestions to physicians who go to developing countries on how to treat paraplegics and establish rehabilitation regimens best suited to local conditions. Also includes excerpts from an essay by Tikaram Rai, "The Home and Hospital Nursing Care of the Chronic Paraplegic Patient in Nepal." pp. 293-301.

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Helen Keller International, Inc. (HKI). Blindness in the Developing World: A Background Paper. 1980. HKI, 22 West 17th Street, New York, New York 10011, USA.

Well-organized descriptive information on types of programs that deal with the education and rehabilitation of the blind, blindness prevention, and recommended research, particularly in developing countries. The report notes that the rate of blindness in many countries is increasing at the same time as an acute shortage of services for the blind is being experienced. Recommendations for future research are detailed. Also, a valuable listing of personnel and agencies dealing with programs for the blind and blindness prevention is provided. Annexes include a report of the Task Force on the "Programme of Research on Control of Vitamin A Deficiency and Xerophthalmia," and the "Second Annual Report of the WHO Scientific Working Group on Filariasis." 46 pp. + annexes.

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The Interconnector. University Center for International Rehabilitation, Michigan State University, 513 Erickson Hall, East Lansing, Michigan 48824-1034, USA.

This newsletter covers topics of international concern relating to the disabled. Articles include descriptions of projects in industrialized and developing nations, studies completed and underway, new publications, international conferences and discussions of issues of particular importance to the handicapped.

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International Child Welfare Review. No. 47, December 1980. The International Union for Child Welfare, 1, rue de Varembe, 1211 Geneva 20, Switzerland.

The focus of this issue of the Review is on the integration of handicapped children and youth into society. As Father Henri Bissonier points out in "True or False Integration of the Handicapped Child", the term 'integration' does not mean 'deinstitutionalization'--a process which may be very harmful to a child if carried out too rapidly without careful consideration of the child's needs and capacities, and careful preparation of both the child and the social environment which must adapt to each other. A case study of the La Sitelle Institution in France, for mentally retarded children with personality problems, illustrates how handicapped children often become victims of their personal relationships. Also included in this issue is a list of associations concerned with child welfare, and a list of new publications dealing with the integration of the disabled. 56 pp. (Each quarterly issue is accompanied by a Library Supplement in English, French, and Spanish which lists and annotates recent publications about child welfare and related issues.)

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International Labour Office (ILO). Documentation: Vocational Rehabilitation. 1979. Vocational Rehabilitation Section, ILO, CH-1211 Geneva 22, Switzerland.

A listing of ILO resources on vocational rehabilitation, including basic documents, special subjects, seminar reports, technical reports, ILO recommendations and resolutions, the ILO legislative series and audio-visual materials. The purpose of the listing is to inform governments and organizations concerned with the handicapped, about progress being made in their social re-integration and vocational rehabilitation. Information provided for listed resources includes: price (if not available free of charge), language of publication, and classification status at ILO. In English, French and Spanish. 30 pp.

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International Labour Office (ILO). International Directory of Social and Vocational Rehabilitation Resources: Vol. 1, Africa. 1980. International Labour Office, CH-1211 Geneva 22, Switzerland.

A comprehensive collection of names and addresses of social and vocational rehabilitation agencies in 39 African countries presented in tabular form. Information provided about each listed agency includes: year the agency was established; persons responsible; agency activities, services, and functions (vocational and social, in particular); categories of disabled (e.g. polio, blind, number of clients served); administering organization and other facilities operated by the agencies. In English and French. 164 pp.

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International Labour Office (ILO). PRESS: News and Features for the Press. 1981. Vocational Rehabilitation Branch, Training Department, ILO, CH-1211 Geneva 22, Switzerland.

Based on the conviction that all disabled people have the right to economic and social security and a decent quality and standard of living, the United Nations declared 1981 the International Year of Disabled Persons. The articles in this press release kit focus on the problems and concerns of the disabled world-wide. Vocational rehabilitation programs under the aegis of ILO, and other activities designed to ameliorate and prevent disabilities are discussed. The idea that most disabilities can be prevented is stressed. Also emphasized is the notion that disabled persons can be helped to become productive members of their communities. Includes strategies for combating drug dependence, alcoholism and river blindness; and a description of an experimental program for the handicapped of Indonesia. 40 pp. (Also available in English, French, German, and Spanish.)

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International Rehabilitation Review. Rehabilitation International, 432 Park Avenue South, New York, New York 10016, USA.

Quarterly publication devoted to coverage of rehabilitation activities for the disabled. Topics featured in recent issues include: Disability and the Developing World (2/1980); Rehabilitation in Canada (1/1980); and the proceedings of the 1980 World Congress of Rehabilitation held in Winnepeg, Canada (3/1980). Each issue includes information on relevant programs, and lists recent publications on disability and rehabilitation. One issue (4/1981, pp. 6-7) provides a calendar of international meetings and events through 1984, concerning disability prevention and rehabilitation, from the Council of World Organizations Interested in the Handicapped (CWOIH).

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JUNIC/NGO Sub-Group on Women and Development, and Eva Zabolai-Csekme (consultant). Women and Disability. 1981. Available from Development Education Centre, UNICEF Office for Europe, Palais des Nations, CH-1211 Geneva 10, Switzerland; or Krishna Patel, Editor, "Women at Work," International Labour Organization, CH-1211 Geneva 22, Switzerland.

The first in a series of kits on "Women in Development," prepared by the JUNIC/NGO Sub-Group on Women and Development of the Joint United Nations Information Committee's (JUNIC) Working Group on Development Education. This five-part kit brings together the available information on disabled women, and the links between poverty, disability, and women's status. It is designed to facilitate discussion of the topic, and to help individuals and groups take steps both to prevent disability and to foster the integration of women with disabilities into all areas of social life. Particularly informative are Part III, "The Second-Class Disabled," which looks at poverty, education, work, marriage, family life, and legislation; and Part IV which deals with prevention and rehabilitation. Part V contains additional articles and reprints, a bibliography, and a list of organizations. 120 pp.

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Miller, K.S., L.M. Chadderdon, and Barbara Duncan (eds.). Participation of People with Disabilities: An International Perspective. Selected papers from the 1980 World Congress of Rehabilitation International, 1980. Publications, University Center for International Rehabilitation (UCIR), Michigan State University, 513 Erickson Hall, East Lansing, Michigan 48824-1034, USA.

This landmark collection of papers from ten countries provides a global perspective on the theme of the 1981 International Year of Disabled Persons, "Full Participation and Equality." Grouped in five sections, the papers explore the philosophies, models, issues, and outcomes of participation of the disabled in what is called the consumer/disability movement. The themes which emerge center on the problems faced by disabled persons as individuals; their participation in action groups, working through organizations to attain common goals; the impact of such groups on services and rehabilitation; and the social implications of the participation of disabled people. The final paper presents the basic structure of a new coalition of persons with disabilities from both developing and developed countries, which was established at the World Congress from a unanimous decision of over 300 disabled participants. This organization, called Disabled People's International, aims to promote full participation, equal opportunity, and integration of the disabled in all aspects of life in every society of the world. 157 pp.

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Muller, Robert. "1981 International Year of Disabled Persons." The Associates Newsletter. Vol. 2, No. 2, Winter 1981. Global Education Associates, 552 Park Avenue, East Orange, New Jersey 07017, USA.

An excerpt from Muller's statement to the 1980 Meeting of Non-Governmental Organizations (NGOs) concerning the International Year of Disabled Persons (IYDP). Muller states that major causes for handicaps vary somewhat around the world. In developing countries problems of malnutrition, chronic diseases, and lack of health care are still the major factors; but automobile accidents, the major cause of disabilities in industrialized countries, are rapidly adding a new source of problems. And almost half of all automobile accidents are alcohol-related. War also is a major cause of physical and mental disabilities, for civilians and combatants alike. In helping to alleviate the problems of the disabled, NGOs have a long history of working in defense of the handicapped and down-trodden. The United Nations and governments can also assist those who are handicapped and help in the prevention of handicaps by working to prevent war, deterioration of the environment, drug abuse and unsafe working conditions. pp. 1-2.

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New Internationalist. "The Disabling World: A Special Issue for the International Year of Disabled Persons." No. 95, January 1981. New Internationalist, Montagu House, High Street, Huntingdon PE18 6EP, Cambridgeshire, England, UK; or New Internationalist, 113 Atlantic Avenue, Brooklyn, New York 11201, USA.

The central theme of this issue is helping to integrate handicapped persons into the mainstream of society. Several articles dealing with the care and rehabilitation of the disabled stress the need for providing low cost, community-based care; combating poverty, a major cause of disability in developing countries; and educating non-handicapped persons to better deal with the disabled. A number of controversial topics are also covered. "The Devil's Alternative," by Dexter Tiranti discusses the drug "clioquinol" and its use in developing countries to treat intestinal infections despite a ban on its use in industrialized nations because of its link to harmful side-effects. In addition, the subject of mental illness receives attention. David John, in "The Maze of the Mind," describes the main kinds, causes, and symptoms of mental illness. In "The Hidden 40 Million," Sue Tuckwell concludes that the incidence of severe pychiatric disorders related to emotional stress is as much a problem in developing countries as it is in industrialized countries. 33 pp.

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One in Ten. Rehabilitation International, 432 Park Avenue South, New York, New York 10016, USA; or UNICEF, Palais des Nations, CH-1211 Geneva 10, Switzerland.

A quarterly newsletter aiming "to prevent childhood disabilities and to help disabled children." Vol. 2, No. 1, 1982 focuses on the extent of mental health problems among children in the developing world, and suggests ways of dealing with chem, including training health workers, teachers, and parents to be sensitive to children's emotional needs and to detect disorders early. This issue also outlines the characteristics of both retardation and mental illness, and provides several useful sources of information on children's mental health in developing countries. 4 pp.

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Organisation for Economic Co-Operation and Development (OECD), Centre for Educational Research and Innovation (CERI). The Education of the Handicapped Adolescent. 1978. Director of Information, OECD, Rue Andre-Pascal, 75775 Paris Cedex 16, France.

Interim report describing the first phase of an educational project being conducted by CERI, designed for handicapped adolescents. The project was started in recognition of some major problems experienced by such adolescents, and the report describes issues affecting the development of services for handicapped young people in OECD member countries. "Handicap" is defined and a classification system offered for identifying degrees of disability. The special problems and needs of handicapped adolescents; their schooling, school-leaving, and adjustments to working life; and services to improve the quality of life are discussed. The report advocates that handicapped adolescents should be integrated into the mainstream of society, since they have so much in common with able-bodied young people. A valuable resource for designers and planners of projects for handicapped persons. 40 pp.

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Pappas V., V. Smead, T. Miller, and M. Tracy. Deinstitutionalization: An Ecological Response. 1976. Developmental Training Center, 2853 East Tenth Street, Bloomington, Indiana 47401, USA.

A brochure promoting deinstitutionalization--a process of helping handicapped persons develop new and various behaviors in response to a greater variety of settings. The ecological approach to deinstitutionalization is based on the idea that the handicapped person has psychological, physical, and social needs that can often best be met in less restrictive environments that allow for continuing growth. 24 pp.

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Partners. Partners of the Americas (National Association of the Partners of the Alliance, Inc.), 2001 S St., N.W., Washington, D.C. 20009, USA.

The bimonthly newsletter of Partners of the Americas, an association aiming to promote and support technical assistance and self-help projects and exchanges between the United States and Latin America. Several recent issues report on projects for the handicapped, including one to use appropriate technology in developing low-cost aids such as educational materials and equipment, wheelchairs, and furniture. (Vol. 11, No. 1, December 1978-January 1979, p.1). Another describes a training school for blind farmers in Guatemala, where, for 8-12 months they learn how to grow vegetables, raise small animals and fish, manage a dairy farm, build houses, and read braille. (Vol. 10, No. 2, March-April 1978, p. 4). A third details the efforts of a genetic specialist in Costa Rica and an audiologist in Oregon to establish an acoustical chamber for auditory testing in Costa Rica, where there is a high incidence of hearing impairment. (Vol. 13, No. 1, March-April 1981, pp. 7-8).

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Peace Corps Times. Vol. 3, No. 4, September/October 1980. Peace Corps, Information Collection and Exchange, 806 Connecticut Avenue, N.W., Washington, D.C. 20525, USA.

This issue focuses on the handicapped and disabled. A number of Peace Corps-sponsored projects for rehabilitating and educating the disabled in developing countries are described, including ones in the Philippines, Pakistan, Costa Rica, Morocco, Ethiopia, The Gambia, Ghana, Nigeria and other African countries. Of major interest are recent Peace Corps efforts to recruit volunteers with disabilities for work in these projects. For example, one article describes how hearing-impaired volunteers were recruited for a deaf rehabilitation program in Philippine communities. 8 pp. Published monthly, the Peace Corps Times is a valuable resource on current developments in social services and assistance being provided in developing countries.

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Portage Project. Portage Report. 1980. Portage Project, Cesa 12, Box 564, Portage, Wisconsin 53901, USA.

A progress report covering the first ten years of the Portage Project, an educational service organization based in Wisconsin, USA, whose main goal is to design and develop a model community-based program for assisting handicapped preschool children and their parents. The project stresses the importance of educating parents to be more aware of and therefore better able to provide for the special physical and emotional needs of their children. This report includes descriptions of the Portage Project Model in action in both the United States and other countries, including the United Kingdom, Ireland, Latin America, Jamaica, Canada, and the Pacific area. Also available are brochures listing various educational materials which have been developed by the project staff. Of particular interest to those who develop and design programs for handicapped and disabled children. 8 pp. Further information on the Portage Project is available by writing: Special Projects Coordinator, Portage Project, 412 East Slifer Street, Portage, Wisconsin 53901, USA.

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Rehabilitation International. Progress in the Decade of Rehabilitation. 1978. Rehabilitation International, 432 Park Avenue South, New York, New York 10016, USA.

A progress report describing the various activities of Rehabilitation International. This organization aims to draw attention to worldwide problems of physical and mental disabilities, and to sponsor projects, primarily in developing countries, to assist in solving them. The report details the organizational structure of Rehabilitation International and describes technical assistance projects sponsored by that group which have been successful in initiating rehabilitation programs around the world. 34 pp.

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SHARE Community Limited. SHARE Limited: What is Share? 1980/81. SHARE Community Limited, 177 Battersea High Street SW 11, London, England, UK.

A brochure describing the concept of SHARE, based on a principle of self-help; its objectives; and types of employment skills training projects it conducts. Projects include a sales unit and shop, in which employees learn "trading", such as buying, selling, pricing, and invoicing; a print workshop where they learn print origination, layout, and other operations; and a Self-Help Information Bank which "employs and trains disabled people in the collation, analysis, and publication of information on self-help groups." 8 pp.

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Sethi, P.K. "The Jaipur Foot: Stand Up and Walk." Voluntary Action. Vol. 23, No. 11, June 1981. Association of Voluntary Agencies for Rural Development (AVARD), Sagar Printers and Publishers, 5 Deen Dayas Upadhyaya Marg, New Delhi 110 002, India.

At the Sawai Man Singh Hospital in Jaipur, India, a group of doctors and local artisans is designing artificial limbs and prosthetic aids appropriate for rural conditions and activities and providing them at low cost, or free, to the rural poor. Known as the Jaipur limb, the artificial leg does not require wearing shoes, as the western models do, and allows the wearer to squat and sit cross-legged. The author outlines several of the problems encountered in the attempt to extend the use of this more appropriate technology to other regions. Lack of support from professional colleagues, and the exploitation of their role by artisans in governmental hospitals, are major obstacles. Nevertheless, the author concludes that it could become possible to provide effective rehabilitation aids to the poor all over the country if the medical profession would accept such appropriate technology, cooperate with local artisans, and find a way to pay these artisans an equitable wage. pp. 429-431, 435. (See also Tuli, J. "The Jaipur Limb.")

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SKIP Newsletter. Skills for Progress (SKIP), 72 Brigade Road, Bangalore 560 025 India.

Several recent issues of this newsletter of Skills for Progress, an association of private technical schools in India, focus on handicappers. No. 64, August 1981 contains several articles on opportunities and efforts to help disabled persons find meaningful work and acceptance in society. "WORTH - Its Worth" (pp. 2-5) describes the progress made in WORTH - Workshop for Rehabilitation and Training of the Handicapped - to provide training and employment for handicapped persons, with the goal of their attaining economic self-sufficiency. In "The Disabled in the Production Unit" (pp. 12-15), N. Krishnamurthy considers some of the factors that could help or hinder the handicapped person's efforts to contribute to production in society. Another issue, No. 66, December 1981 contains a useful listing of resource materials for working with disabled persons.

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Tomkiewicz, Stanislaw. "The Mentally Retarded or Multiply-Handicapped - Children Whose Development Is Severely Retarded." International Child Welfare Review. Vol. 51, December 1981. International Union for Child Welfare, Post Box 41, 1211 Geneva 20, Switzerland.

The author discusses concepts used in the diagnosis, placement, and treatment of children with multiple handicaps. He distinguishes between "bio-psychological" and "socio-phychogenic" disorders, and also discusses psychoses and behavior disorders. Tomkiewicz suggests that the use of the concept "multiply-handicapped" may make those working with handicapped chilren more sensitive to the variety of combinations in which handicaps can occur. This may facilitate integrating children with more than one handicap into care facilities that have thus far admitted only less handicapped children. pp. 25-36.

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Tracey, M.L., S. Gibbins, and F.W. Kladder. Case Conference: A Simulation and Source Book. 1976. Developmental Training Center, Indiana University, 2853 East Tenth Street, Bloomington, Indiana 47401, USA.

Addresses various professional and legal issues facing contemporary American education with regard to the treatment of handicapped populations and the role of the professional service-provider. The Case Conference materials were designed as part of the procedural model applicable to all handicapped individuals regardless of the type or severity of the particular condition. Three interrelated processes are explored: the Case Conference process ( a decision-making model which examines decisions regarding educational problems and possible special programming as a response to these problems); the Information Collection process (in which a child's behavior can be assessed and specific needs identified); and the Implementation process (which includes the identification of appropriate resources and their application to learning contexts). Section II (Simulation Materials) contains practical exercises designed to address each of the processes and illustrate how they can be used semi-independently or together. 275 pp. (Also available from Developmental Training Center are Case Conference: A Simulation and Source Book, Training Manual, 69 pp. and Case Conference: A Simulation Dealing With the Severely Handicapped, Training Manual. 58 pp.

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Tuli, Jitendra. "The Jaipur Limb." World Health. December 1981. World Health Organization (WHO), Avenue Appia, 1211 Geneva 27, Switzerland.

A brief article on the work of the Rehabilitation and Research Centre in Jaipur, India. At the center, artificial limbs made by local artisans are provided to the rural poor at a cost they can afford. The author describes the Jaipur limb which, in contrast to the standard Western design, has a foot-piece that looks like a natural foot, and allows the wearer to squat and sit cross-legged. pp. 2-5. (See also Sethi, P.K. "The Jaipur Foot: Stand Up and Walk.")

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Unesco. Childhood Disability: Its Prevention and Rehabilitation. E/ICEF/L.1410. 1980. Unesco, One United Nations Plaza, New York, New York 10017, USA.

A comprehensive report of a study designed to investigate the plight of children with physical and/or mental disabilities. The report probes measures being taken to help them by Rehabilitation International for UNICEF. It covers these categories: disability among the world's children, including its causes and types; its consequences; and ways to help children deal with it. Also provided are recommendations for a UNICEF action strategy. The report includes an easy-to-follow annex detailing causes and prevention of impairment, as well as information on field observations in selected countries in Africa, Asia, Latin America, and the Middle East. A useful resource for persons concerned with the planning and design of rehabilitation programs for handicapped persons, especially in the developing countries. 31 pp.

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Unesco. Co-Action for the Disabled. 1981. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

A booklet describing Unesco's Co-Action Programme, a scheme designed to build self-help and international cooperative efforts to provide equipment and facilities for training the handicapped in schools, centers, and other projects in developing countries. The booklet gives prospective sponsors - individuals or groups - pertinent information about a number of programs undertaken by Co-Action during 1981, the UN International Year of Disabled Persons. 37 pp.

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UNICEF. Can Disability Be Prevented? Yes, If You Help Now! n.d. Press/Information Office, UNICEF East Asia and Pakistan Regional Office, P.O. Box 2-154, Bangkok, Thailand.

Presents sixteen case studies of individuals in Asia who are concerned with the handicapped. Most of the studies focus on disabled persons, though some describe the problems faced by parents of handicapped persons, or other individuals and organizations working with the disabled. The central themes running throughout the booklet are the dignity of the handicapped as people and the importance for maximizing the potential of each as a capable and self-reliant human being. 72 pp.

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The Urban Edge. "Urban Social Services: Going Beyond Charity." Vol. 4, No. 4, April/May 1980. Council for International Urban Liaison, 818 18th Street, N.W. Washington, D.C. 20006, USA.

The theme of this issue centers on the care and rehabilitation of the handicapped and disabled. Articles that describe approaches to rehabilitation useful for developing countries stress comprehensive programs that integrate medical, educational, psychological, and vocational components. Additional topics cover aids for the physically handicapped; mental health services; alcoholism treatment; assistance for the aged; and helping disadvantaged youths. Includes examples of noteworthy programs and facilities in Africa, Asia, the Americas, and Europe. 6 pp. The Urban Edge is published monthly; each issue focuses on a topic relevant to the needs and interests of urban communities in developing countries.

**********

Vetchaitak, S. "The Disabled and Thai Society." CCTD Newsletter. September-October 1981. Catholic Council of Thailand for Development (CCTD), 2508-2510 Soi Saensuk, Prachasongkroh Road, Bangkok 4, Thailand.

This issue is devoted to the handicapped in Thailand. It begins with the argument that since poverty—and the malnutrition that accompanies it—is the principle cause of disability, the handicapped can be helped by fighting poverty. The author then details the work of both private and governmental agencies in providing education and other services for the handicapped. A portrait of the disabled in Thai society—their needs and feelings—concludes the issue. 8 pp.

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World Association of Girl Guides and Girl Scouts (WAGGS). Girls of Today, Women of Tomorrow. n.d. The World Bureau, WAGGS, 132 Ebury Street, London SW1W 9QQ, England, UK.

One of the four vocational training projects described in this pamphlet is the "Vocational Rehabilitation Centre for Handicapped Girls in Lagos, Nigeria." The Centre aims to enable handicapped girls to earn their own living by training them in typing, shorthand, sewing, embroidery, dressmaking, and other traditional crafts. 6 pp.

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World Extension Scouting Committee, World Scout Bureau. These Our Brothers: Scouting with the Handicapped. 1975. World Extension Scouting Committee, World Scout Bureau, Case Postale 78, 1211 Geneva 4, Switerland.

Based on the assumption that both handicapped and normal boys share the same needs, interests, and emotions, the World Scout Bureau aims to integrate handicapped boys into their programs. This pamplet outlines the procedures to follow and things to consider when introducing a handicapped boy to scouting. Emphasizing what handicapped persons can do, focussing on their abilities rather than their disabilities, is a key point. 16 pp.

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World Health. "International Year of Disabled Persons." January 1981. World Health Organization (WHO), Avenue Appia, 1211 Geneva 27, Switzerland.

Special issue devoted to the 1981 International Year of Disabled Persons (IYDP). Contains a collection of thoughtful and thought-provoking articles which not only focus on rehabilitation, but also emphasize the prevention of disabilities, particularly in developing countries. Topics covered include: the rights of the disabled to participate fully in the societies to which they belong; the importance of educating the attitudes of the able-bodied to dispel prevailing myths and assumptions about the handicapped; improving accessibility to buildings and other structures; training the disabled in community-based programs; and expanding services now available for disabled children. The contributing authors lend support for IYDP's theme of "Full Participation and Equality." An informative and valuable resource for program planners. Available also in French, Portuguese, Russian, Arabic, and Persian. 31 pp.

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## 2.0 INDIVIDUALS AND ORGANIZATIONS

Associacao Brasileira de Educacao de Deficientes Visuais (ABEDEV), Rua Prof. Carlos Rath, 198 Sao Paulo, 05462, Sao Paulo, Brazil.

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Mrs. J. B. Campbell, Zambia Commission for IYDP, P.O. Box 33326, Lusaka, Zambia.

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Don Caston, Handicapped Education and Research Unit, City of London Polytechnic, 117-119 Houndsditch, London EC3A 7BU, England, UK.

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Cristoffel Blindenmission, Nibelungenstrasse 124, D-6140 Bensheim 4, West Germany.

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Dr. Gaston de Mezerville, Oficina del Convenio Internacional de Rehabilitacion, San Jose, Costa Rica.

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Dr. William Frey, Director, University Center for International Rehabilitation, Michigan State University, 513 Erickson Hall, East Lansing, Michigan 48824-1034, USA

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Dr. Duncan Guthrie, Disabilities Study Unit, Wildhanger, Amberly, Arundel, West Sussex BN18 9NR, England, UK.

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DESI/IYDP, Room 1061-H, United Nations Secretariat, New York, New York 10017, USA.

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Indiana University Development Training Center, Indiana University, 2853 East Tenth Street, Bloomington, Indiana 47401, USA.

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Murray Culshaw, 7 Harrow Road East, Dorking, Surrey RH4, 2AV, England, UK.

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Center for Special Education and Rehabilitation at the University of Jordan, Psychology Department, College of Education, University of Jordan, Amman, Jordan.

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Helen Keller International, Inc., 22 West 17th Street, New York, New York 10011, USA.

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Integrated Education Project, P.M.B. 2174, Jos, Plateau State, Nigeria.

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International Union for Child Welfare, 1, rue de Varembe, 1211 Geneve 20, Switzerland.

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Johnson G. Muchira, Christian Industrial Training Centre, Nairobi, Kenya.

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Johnstone M. Njamburi, Embu Vocational Rehabilitation Centre, P.O. Box 200, Embu, Kenya.

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Peace Corps Program for the Handicapped in the Philippines, c/o Action/Peace Corps, Washington, D.C. 20525, USA.

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People-to-People Committee for the Handicapped, Suite 1130, 1522 K Street N.W., Washington, D.C. 20005, USA.

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Programmes for Disabled Young People in Developing Countries, Commonwealth Secretariat, Marlborough House, London SW1 5HX, England, UK.

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Rehabilitation International, 432 Park Avenue South, New York, New York 10016, USA.

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Skills for Progress (SKIP), 72, Brigade Road, Bangalore 560 025 India.

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Donald S. Taylor, 16 Moira Terrace, Edinburgh EH7 6RS, Scotland, UK.

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World Health Organization (WHO), Avenue Appia, 1211 Geneva 27, Switzerland.

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The World Bureau, World Association of Girl Guides and Girl Scouts, 132 Ebury Street, London SW1W 9QQ, England, UK.

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Vocational Rehabilitation Section, International Labour Office, CH-1211 Geneva 22, Switzerland.

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United Nations Economic and Social Council, One United Nations Plaza, New York, New York 10017, USA.

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